**Unit 2: Civil Rights and Civil Liberties**



|  |  |
| --- | --- |
| **UNIT VISION**  This unit will start with a review of the principles of American democracy with a focus on the Preamble and Bill of Rights. With teacher guidance, students will produce a list of qualities that make life in America distinctly American, using the Constitution and Bill of Rights as a guide.  Throughout the unit, the teacher will pose instances where the government has either upheld or challenged existing Constitutional doctrines. This will include exploring eight Supreme Court cases through pictures, words, and simulation. In addition, equality legislation and the degree to which it has helped specific groups of people will be looked at and evaluated by students. Public assistance programs and the degree to which they level the playing field will be debated. By the end of the unit, students will be able to evaluate the extent to which the government guarantees “liberty and justice for all”.  Students will also be completing a book project, which outlines the Supreme Court cases and/or different pieces of equality legislation. This is intended to be a study tool that transcends several units. | |
| **Grade/Subject:** | 10th/Government |
| **Unit Name:** | The Foundations of American Government |
| **Length of Unit:** | 4 Weeks/ 19 days (including testing day) |
| **UNIT LEARNING GOALS** | |
| **Core Learning Goal:** | **Key Vocabulary:** |
| 1.2.1: Analyze the impact of landmark Supreme Court decisions on governmental powers, rights, and responsibilities of citizens in our changing society | *Marbury v. Madison, judicial review, McCulloch v. Maryland, Brown v. Board of Education, Plessy v. Ferguson, Miranda v. Arizona, Gideon v. Wainwright, New Jersey v. TLO, Tinker v. Des Moines* |
| 1.2.2. Analyze legislation designed to protect the rights of individuals and groups and to promote equity in American Society | *Equity, Civil Rights, Civil Rights Act, Voting Rights Act, Higher Education Act Title IX, Indian Education Act, Americans with Disabilities Act, Immigration Reform, Affirmative Action, Indian Education Act, Individuals with Disabilities Education Act (IDEA)* |
| Remedial (R) 🡪 Creating graphs/charts  🡪 Analyzing graphs/charts  🡪 Creating political cartoons  🡪 Analyzing political cartoons  🡪 Identifying primary/secondary texts  🡪 Coding texts Enrichment (E) 🡪 Identifying biases/propaganda  🡪 Creating stories that reflect content | |

|  |
| --- |
| **Essential Questions**   * What mechanisms can the government use to ensure “liberty and justice for all”? * How does the American Government ensure fair and equal treatment under the law? * How effective is the government at solving inequality? * Is there a difference between the ideal and the real? |

**Daily Objectives:**

SWBAT compare and contrast the rights guaranteed to the public in the first amendment. (1.1.1)

SWBAT compare and contrast the rights guaranteed to the public in the Bill of Rights. (1.1.1)

SWBAT analyze the effects of the 13th, 14th, and 15th amendments. (1.1.1)

SWBAT analyze how *Brown v. Board of Education* overturned *Plessy v. Ferguson. (1.2.1)*

SWBAT evaluate how the Voting Rights Act, and Affirmative Action have affected the rights of African Americans and Minorities. (1.2.2)

**PROCESSING**

SWBAT compare and contrast the rights granted to students in Tinker v. Des Moines and New Jersey v. TLO. (1.2.1)

SWBAT evaluate the flexibility of the first amendment. (1.1.1) Texas v. Johnson and Hazelwood v. Kuhlmeier.

**PROCESSING**

SWBAT describe how Gideon v. Wainwright expanded the rights of the accused. (1.2.1)

SWBAT explain why Ernesto Miranda’s death was ironic. (1.2.1)

SWBAT evaluate the extent to which minors and adults are held to the same criminal standards by exploring *in re Gault.* (1.2.1 – enrichment)

PROCESSING

SWBAT describe the methods that the government uses to promote economic stability and equality, including WIC, Social Security Act, Food Stamps, Stimulus Bills, and other forms of Public Assistance. (1.2.2 - enrichment)

SWBAT describe how Title IX, and the repeal of “Don’t Ask, Don’t Tell” promote equality between different groups of people. (1.2.2 -- enrichment)

SWBAT evaluate the extent to which the Indian Education Act, Thornton Funding, and No Children Left Behind promoted academic equality. (1.2.2 – enrichment)

SWBAT analyze how equality legislation applies to legal and illegal immigrants and their families.

PROCESSING

Possible Documents:

Brown/Plessy opinions/ Headline

Photograph of Tinkers

Cartoon of Affirmative Action

Photograph of Kids Walking through metal detectors

Article on First Amendment right

Graph on achievement gap

Article on Stimulus Bill

Don’t Ask, Don’t Tell

Statistics on Public Defender victories

Problem – Solution – Outcome

Ordeal – Ideal – Real